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Washington (Terr.) Superintendent of public instruction.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS

OF THE

TERRITORY OF WASHINGTON.

Published by Authority.

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SECOND BIENNIAL REPORT

OF THE

SUPERINTENDENT OF COMMON SCHOOLS

For the year ending September 30, 1877.

OFFICE OF THE TERRITORIAL SUPERINTENDENT,
OLYMPIA, W. T., Sept. 30, 1877.

To the Honorable Legislative Assembly
of the Territory of Washington:

GENTLEMEN:—

Section five, chapter one, of the school law, makes it the duty of the territorial superintendent of schools, to make out a report, from the reports of the county superintendents, and any other means of information he may have of the condition of the schools in the territory. He shall state what school books seem most popular; and shall recommend some series of school books to be introduced, throughout the territory. And he may make such suggestions as he may deem best for the promotion of education.

REPORTS FROM COUNTY SUPERINTENDENTS

Being anxious to place before the Legislature and the public generally, a full and complete report, showing, not only the number and condition of our public schools, but also the number and condition of the private schools in the territory, I addressed in July last, a copy of the following circular and blank report to each county superintendent in the territory:

OFFICE OF TERRITORIAL SUPT. SCHOOLS,
OLYMPIA, July, 1877.

DEAR SIR:—

In order that I may give the Legislature and the people the latest report concerning the condition of our schools, your report should be returned to

me by the 1st of September. Your report will be published in my report to the Legislature, and I hope you will state fully the condition of the schools in your county. Do not confine yourself to the simple questions asked. Let the public know the educational facilities which your county possesses.

Yours respectfully,

JOHN P. JUDSON,
Territorial Superintendent of Schools

ANNUAL REPORT

Of..... Superintendent of Schools for ....
County, Washington Territory.

State the number of School Districts in your county.
Ans.....

In how many districts has school been kept?
Ans.....

State number of persons between 4 and 21 years of age.
Ans.....

How many attend the Public Schools?
Ans..... ...

How many attend Private Schools?
Ans.....

State average number of months school has been kept.
Ans.....

How many teachers are employed?
Ans.....

Number of male Teachers. Female Teachers.
Ans Male.....Female.....

State amount of money paid Teachers.
Ans.....

Are there any private schools kept in your county?
Ans..... ..

Give number of Scholars attending these Schools.
Ans.....

By whom are they kept and managed?
Ans.....

Are any of your children attending school out of your county?
Ans.....

State number.
Ans.....

But fifteen superintendents have responded to my call for information. I am informed by some, that the school clerks have not yet submitted their reports, for the present year, and that, therefore, they are unable to report. These facts show conclusively that our present school law is defective in two important particulars. The law should make it the duty of superintendents to keep a record of district clerk reports. If they had such record there would be no difficulty in obtaining the required information. They

could then send to the territorial superintendent the latest information they possess. And the law should make it compulsory upon county superintendents to send in their reports, and to give information, whenever required by the territorial superintendent.

The duty of making reports is too often regarded as a mere matter of form. As long as they are supplied with funds to keep their schools open, there are many who do not deem it necessary to pay any further attention to the subject.

There is nothing, in my judgment, of more importance to the future prosperity and progress of the schools, and the settlement of the territory, than correct reports of our educational facilities. We may have a system, perfect in theory, and yet when tested by its practical results it may prove a failure. The practical results of our system are best ascertained from the reports of county superintendents. These reports, when proper attention is given to them, serve as guide posts, to direct us, in perfecting a system to the highway of stability and prosperity.

Again, our territory, in most of the states, is considered as a wild, unpopulated "Indian Country." In the minds of many the impression exists that settlers "are few, and far between," and that we are utterly without any facilities for the education of our children. This state of mind—this ignorance, is retarding the settlement and growth of the territory, to an extent which few here appreciate. Nothing so readily dissipates these impressions as the official reports, showing the actual number, and condition of our schools. And it is the information which these reports convey which makes them so valuable.

We not only want a law making it obligatory for all school officers and teachers to make reports, when desired, but also a law fixing a penalty for failure to make reports.

PUBLIC INTEREST IN EDUCATION.

Since my last report, I have visited every county in the Territory except four. The interest manifested in education generally is truly gratifying. Nowhere do we find more earnestness and determination to increase our educational facilities, than in those districts most remote from the thickly settled portions of the Territory. Wherever we find families we find schools In many instances, school houses have been built with funds raised by private subscription; and after the public money has been exhausted, these schools have been continued, the teachers being paid by the voluntary subscriptions of the people. In the older districts, they are realizing the fact that our public school facilities are not adequate to the wants of the people. There is a strong feeling in favor of establishing union or graded schools for instruction in the higher branches. Our law making no provision for these, private schools have been established, and their flourishing condition attests not only their necessity, but also the public interest in education.

TEACHERS' INSTITUTES.

In most of the counties, teachers' institutes have been organized since my last report. Their influence upon the educational interests of the Territory, cannot but prove as beneficial here as institutions of like character have been elsewhere. These institutions should be encouraged by laws granting teachers the same per diem from the district, while in attendance on an institute, which they are entitled to while teaching school.

TERRITORIAL TEACHERS' CONVENTION.

Deeming it of great importance to the progress and prosperity of our schools, that our school law be revised and amended, and being unwilling to assume the task alone, I called a Territorial Teachers' Convention at Olympia, in July 1876, for the purpose of taking such steps as might be deemed best calculated to improve our present school system

A permanent organization was effected, by the election of the following.

J. P. Judson, President,	J. E Clark, Secretary,
Rev. G. F. Whitworth, V. President,	O S. Jones, Assistant Secretary,
Rev. G. W. Skinner, Vice President,	Mrs. L. W. J. Bell, Assistant Sec'y,
J. E. Gandy, Vice President,	Miss F. Meeker, Assistant Secretary.

SCHOOL LAW COMMITTEE

J. P. Judson, J W. Meeker, Mrs A. J. White, Rev. G. F. Withworth, and Mrs J. B. Allen.

EXECUTIVE COMMITTEE

J. E. Clark, O S. Jones, Mrs. P. C. Hale, Rev. G. F. Whitworth, and Rev G W. Skinner.

The convention was in session three days, during which time some principal changes required in the school law were fully discussed. The committee on school law was instructed to prepare a new law, and to report the same at the next meeting of the convention.

The executive committee issued a call for a convention to be held at Seattle, in July last. A great many teachers, school officers, and friends of education assembled in response to the call. The consideration of the proposed school law took up the greater portion of the time of the convention and after its provisions were read several amendments were made and the law was referred to a committee of five to revise and publish it. The convention then adjourned to meet at Olympia on the 2d Wednesday of October, at which time it is proposed to take final action on the law before it is submitted to the Legislature. It is the expectation of the members of the convention, that all members of the Legislature, interested in the subject of education, will honor the convention with their presence, during the discussion on the various changes proposed in our present school system.

THE PROPOSED LAW.

No radical changes are proposed. It will be found on examination that no new system is proposed, but that we simply intended to make the old system more perfect All the officers known under the old law are retained, and no new officers created, excepting a Territorial board of education. The chief aim has been to make the law simple and plain, so farmers could understand its provisions without the aid of lawyers. The preparation of the law was not undertaken with a view that its provisions must be adopted by the Legislature, but simply because our increase in population imperatively made a change necessary and because the law makes it the duty of the territorial superintendent to recommend such changes as will best promote the interests of education. For four years the complaints of the people from all parts of the territory have been made to me. During this period of time, most of their disputes have been submitted to my decision. My experience during this time in the active administration of the law, has enabled me to point out many of the imperfections of the present law. And in trying to make the system more perfect I have labored from a sense of duty, and not because I had some particular "hobby" I was desirous of imposing upon the people. To me personally it is a matter of indifference what disposition you may make of the law submitted for your consideration.

In the active part I have taken in preparing the law and submitting it to your consideration, I feel I have performed my duty, and with you now rests the responsibility of adopting or rejecting the labor so performed.

CHANGES PROPOSED.

Section one, of the present school law, provides that the Legislature shall in joint convention * * * * elect a territorial superintendent of common schools. Section 1875 of the Revised Statutes of the United States, provides that the governor shall nominate, and by and with the advice and consent of the Legislative Council, shall appoint all territorial officers. There is a conflict here between the law of Congress, and the Legislative Assembly which the first section of the proposed law harmonizes

COMPENSATION OF SUPERINTENDENT.

Under the present law, the territorial superintendent receives a "salary, of three hundred dollars per annum; which shall include office rent, stationery, printing and all other incidental expenses of his office." This provision of the law is a disgrace to the territory. If our financial condition is such that the compensation cannot be increased, it is better to abolish the office, than to continue it as it is. For no one can attend to the duties of the office, with satisfaction to himself, or the people, on the compensation allowed. A superintendent cannot perform his duties, without visiting the different portions of the territory, and this he cannot do on the salary of the office. The information he may give, derived from reports, must of necessity be meager, and in many respects unreliable. It has been well said that "writing up the

condition of schools, of the state, in the office of the School Department, from such statistical information as can be obtained through school officers, and from such ideas of the teachers and their work as may be deduced from meeting a part of the teachers of thirty-two counties, and meeting them in their holiday attire at county institutes, and hearing only the theorizing of the instructors, is much the same as writing up the fighting condition of an army would be, the writer being always at the seat of government, knowing nothing of the battles fought, or of the mode of conducting the war, except what he can learn through reports of officers at the front, and having seen only portions of the grand army, a few companies, when on dress parade."

The actual labor of the office does not seem to be appreciated, or understood. "I have received and answered, during the past two years, about two thousand letters of inquiry, relating to every imaginable question that can arise as to the construction of school law, and the liability of acts of school officers and school meetings. While it was not contemplated by the framers of the law creating the office, that the superintendent should settle all disputes and give legal advice, still the performance of this duty has been productive of much good. By giving prompt and correct opinions to the numerous applicants therefor, much expensive litigation has been undoubtedly avoided and the necessity of waiting for the solution and determination, by the slower method of appeal, of the many questions that arise in the management of school matters, is obviated."

It is now proposed to increase the salary of the office to nine hundred dollars per annum, and while we increase the salary we also increase the duties of the superintendent. Three months of the year he must devote to visiting the different counties in the territory, in the interests of schools, and he must decide all disputes, not properly belonging to the courts. And, in my judgment the compensation proposed is small enough for the labor required.

THE BOARD OF EDUCATION.

The establishment of a board of education is a new feature in the proposed law. It is to be composed of four members, consisting of one from each judicial district, to be elected by the people, and the territorial superintendent of schools. The necessity of establishing rules for the government of schools has long been realized by all who have given the subject any attention. It is not sufficient to establish a uniform law, in order to create a uniformity in the conduct and management of schools. Every day's experience illustrates the fact, that almost ever board of directors, and every county superintendent, gives the same law a different construction. Uniformity in the management and conduct of all school matters is to be desired. To create this uniformity, rules must be established, prescribing the method by which the different sections of the law shall be executed. No one person should be burdened with this responsibility. No one person should be entrusted with this power. This is es-

specially true, where the people, directly, have no voice in the election of the territorial superintendent, and when his appointment depends more on his loyalty to party, and political influence, than upon fitness and qualification for the office.

No person is eligible for election as a member of the board, who has not previously had experience as a practical teacher, and who is not fully competent to conduct a first grade school.

This provision places the supervision of schools in the hands of men elected by the people, whose practical knowledge and experience will insure rules not visionary, but just and equitable, tending to effectuate the object and purpose of the law. As you would not make a person commander in chief of an army who had no experience as a soldier; so we do not propose to elevate anybody to the board of education, who had no experience as a teacher

Among the duties prescribed to be performed, by the board, should be the control and supervision of the territorial university. The board of regents should be abolished. It is about time for the people to take some interest in their institution. Its mismanagement is proverbial. With one of the most munificent funds ever granted to any territory, it has dwindled down to a common school The funds have been wasted, so there seems not enough left in the Treasury to keep the building from ruin and decay. The last Legislature was obliged to make appropriation for repairs in order to keep the pillars, which adorn its front, from falling to the ground.

In 1854, Congress granted two townships of land of thirty-six sections each to the Territory for university purposes. In 1862 an act was passed incorporating the University of the Territory of Washington. And also an act in relation to the management and safe keeping of the moneys arising from the sales of University lands. "It is a part of the public history of the Territory that under the provisions of these various acts, some of the most valuable lands in the Territory were selected and sold. From the proceeds of these sales a building has been erected, which today stands among us crumbling and decaying, a monument of folly and gross mismanagement. Time and again has actual fraud been charged upon those having the management of this institution, and committee after committee from the Legislature has been appointed to investigate its affairs Their reports show a state of affairs not satisfactory And from a personal inspection of the books, made under the direction of the Legislature, I found it impossible to ascertain the amount of money received and disbursed. My finding has been confirmed by every person who has attempted to investigate its affairs. As the land was granted for the benefit of all our people, the different sections of the Territory should be represented in its management. This will be the result, if the power and authority now exercised by the board of regents is invested in the board of education. Another good result will follow from the change proposed. No one man will be able to control its

management, and all the educational interests of the Territory will be under the charge and supervision of one board.

COUNTY SUPERINTENDENTS

The present law makes any person a qualified teacher, who is elected superintendent of schools. This provision is absurd and should be repealed The change proposed, is, to make those persons eligible, only, who are qualified teachers. The reasons for making this change are obvious Hon. Jas. A. Smart, Supt. of Public Instruction for the state of Indiana, states the reasons much better than I could. He says: "If there is one thing above another which the country schools need, and which will have a tendency to bring them up in grade, and to increase their usefulness, it is systematic and thorough supervision. This has been the chief agency in bringing the city and town system to their present standard There is scarcely a city or town in the country that does not recognize the fact that efficient supervision is absolutely essential to the highest success It has been abundantly proven that a thoroughly competent city superintendent is often worth thrice his cost. If, now, cities and towns with the advantages of perfectly graded schools of long term, and of well trained and experienced teachers, need supervision and derive so much benefit therefrom, the country schools with all their disadvantages, cannot be expected to do superior work without it. The arguments in favor of intelligent supervision are unanswerable. No prudent man would employ a gang of workmen, on the farm, or in the shop, without devising some means by which their work might be intelligently supervised. Every mill must have its manager; every railroad its superintendent; every contractor his head workman; every merchant his chief clerk; and every machine shop its master mechanic. In every business of life, as well as in every department of government, there must be a systematic organization of labor with intelligent county supervision. The highest purposes of the country schools cannot be realized without such supervision. The country boys and girls have as much right to enjoy its advantages as the boys and girls who live in our towns and cities "

CHANGES PROPOSED, AS TO THE POWERS OF SUPERINTENDENTS, WITH REFERENCE TO SCHOOL DISTRICTS.

Under our law the action of the superintendent, in forming or changing school districts, is final. There is no appeal from his decision Experience teaches that, in many cases, they are arbitrary and unjust in their decisions, if we believe those affected by the changes made To avoid all contention on this subject it is proposed to change the law, by giving to the board of county commissioners the power heretofore exercised by the county superintendents. All petitions for the formation of new districts, or for changing the boundaries of old ones, must be presented to the superintendent. He endorses upon it his approval or disapproval and the petition, so endorsed, is presented to the county commissioners for action; the law provides for giving all interested full notice of the time and place of hearing.

It secures a regular trial and those aggrieved by the decision of the board have the right of appeal from the decision under existing law, to the District Court

SALARY OF THE SUPERINTENDENT.

It is proposed to make the salary fixed and definite, by allowing the superintendent ten dollars for each organized district in his county, visited once by him in each year. As the law stands, his compensation depends upon the whim and caprice of the county commissioners.

CHANGES AS TO THE EXAMINATION OF TEACHERS

Hon Charles S. Stewart, State Commissioners of Schools, for the State of Ohio, in his last report, comments upon the evils existing there, in the examination of teachers in terms appropriate and applicable in Washington Territory. He says "The present system of county examinations is wrong, it lacks uniformity; it tests only the literary attainments of the applicant; it is based upon the hypothesis that a passable acquaintance with the common English branches will enable the possessor to teach the subjects, it expects three men, through a literary examination merely, to determine the degree of excellence as a teacher possessed by the applicant, it makes the conditions for obtaining a certificate as numerous as there are counties, it leaves the work of the teacher without inspection; it does not sufficiently recognize marked ability and successful experience; it has filled the country with many incompetent teachers, to the injury of the pupils and to the detriment of successful teachers"

"It is a well known fact, that in some instances, county examiners are appointed to the responsible position with little regard to the qualifications the appointees may possess to perform the important work of testing the merits of, and licensing applicants to teach school, the officer appointing having regard to other influences, in a few cases, rather to the political influence of the parties appointed than to their qualifications as examiners * * * * The examiners of applicants to teach should be possessed of liberal culture and opinions; they should be intelligent, fairminded, and, as a rule, they should be teachers of skill and successful experience With these qualifications, they can test the scholastic attainments of the applicant, but nothing more. They can determine to no degree of certainty the applicant's natural ability to teach; they cannot discover whether or not the applicant possesses the energy, common sense and versatility of resource necessary to insure successful teaching. Nothing but an actual acquaintance with the school work of the teacher can enable the examiner to determine who is really competent to teach and manage children. Boards of examiners, therefore, though composed of the very best experts, testing only the scholastic attainments of applicants, will frequently grant certificates to persons who prove inefficient teachers. What can be expected of boards of examiners who are not expert?"

What may be expected from our system when the examinations are

conducted by the county superintendent, alone, who often is deficient, even in the rudiments of common school education? It is proposed to change the present system by providing for county teachers' institutes, to be called each year, by the county superintendent, at which time all persons, who may wish to teach, must apply for certificates. It is then made the duty of the superintendent to call to his assistance two teachers, holding first grade certificates; and the superintendent and teachers, thus selected, examine all applicants for certificates. Two grades of county certificates are established—first and second. The first entitles the holder to teach for five years, unless revoked, and the second entitles the holder to teach for one year, unless revoked. Those holding first grade certificates are eligible for life diplomas, to be granted by the territorial board of education It is the intention of the law that this board will issue "certificates only to teachers of eminent experience and ability. Scholastic attainments of the applicant, however excellent, should be regarded only when accompanied with that eminence of professional character which the law intends to make honorable distinction." By making these eminent distinctions, conditions precedent to obtaining life diplomas, we not only elevate the standing of the true teachers, but we also create a spirit of emulation among all teachers to reach this honorable distinction, which cannot but prove beneficial to our educational interest. "Successful and long continued experience in teaching and generally recognized professional eminence should be recognized as the best evidence of that worth that should be made a matter of honorable recognition" If these provisions become law and are carried out, in the spirit intended, we may expect much improvement in our teachers and schools.

SCHOOL DISTRICTS.

In the formation of districts, it sometimes happens, that a family lives more convenient to some other school house, than the one in the district where the family is located. It is proposed to so change the law, that the county commissioners on application shall have power to transfer such family and property to the most convenient district.

Some questions, causing trouble, have arisen in the disposition of the school fund, where a district is divided. It is proposed to make this matter plain, by providing that the debts of the old district shall first be paid, and that the remainder of the money shall be divided between the old and new districts, in proportion to the number of the school census children in each district,

SCHOOL DISTRICTS LYING IN ADJOINING COUNTIES.

No provision is made under existing law, for the formation of school districts lying in adjoining counties. In different parts of the Territory there are settlements, ample for the maintenance of a good school, divided by the county lines. Divided they are unable to maintain a school; ample provision is made in section 30 for the formation of one school district

ying in adjoining counties This provision will prove itself beneficial to the people.

SCHOOL DIRECTORS.

The office of school director is an important one when viewed from an educational standpoint But few elected to this important office perform its duties. Their meetings usually are held upon the streets, and one man generally performs the duties of all. Their connection with the schools generally is evidenced only by their employment of teachers, when this is accomplished they think their work is well done. They give the school but little thought, except when the teacher comes for pay. Though every school is under their immediate supervision, their visits to the school may generally be numbered by the number of times they are caught in a shower near the school house door Their first thought that a school is necessary is often first suggested by some teacher applying for employment. Their activity is so prominent that nine-tenths of the people do not know who they are. They remind one of the steamboat captain, who employed an engineer who only got up steam and then congratulated himself that his ship was ready for business Like him they expect the teacher to be engineer, fireman, cook, deck hands, and pilot The teacher, like the engineer, has enough to do to attend to his own department In my judgment the efficiency of many teachers is destroyed by inattention upon the part of directors, thereby imposing upon the teacher disagreeable, arduous, distasteful and in incongruous duties The result is the feelings of the teacher are hurt, the wrong and neglect is deeply felt, and the poor children, greeted not with a smile, go home wondering "at what made the teacher so cross" And who does not know that a cross teacher is an inefficient teacher? In the law proposed we have sought to remedy these evils by defining their powers and duties with great care. And in the future, it is to be hoped, that no one will accept the office, who is not competent and willing to attend to its duties And in the selection of these officers the people should consider fitness and qualification and not base their selection upon the question whether the candidate will or will not be in favor of taxation for the support of schools. Put honest and capable men in office and they will take care of your taxes.

SCHOOL MEETINGS.

Care has been taken to point out the method of calling and conducting school meetings. No more "snap judgment" can be taken by a few rushing to the school house, voting what they please, and then adjourn. Ample notice must be given of all meetings. Each notice must state the object of the meeting, and the number of hours the meeting will be open The qualification of voters, that fruitful source of contention, has been fixed and settled, and there seems no reason why all disputes will not cease with the new law on this subject

SCHOOL CLERKS

The school clerk now is the treasurer of his district. Some of them

keep the school funds so well, that none are on hand when money is wanted; others have left the territory, taking with them the school funds, and others use the funds in private speculations. It is the duty of the directors to require these clerks to give bonds, but like their many other duties, this is too often neglected. To remedy this evil it is proposed to have the school fund in the hands of the county treasurer until it is drawn by the teacher At times this may be inconvenient for the teacher, but the inconvenience is counterbalanced by the certainty of pay Certainty of pay seems well assured when we consider that county treasurers and their bonds are closely scrutinized by contending political parties.

TEACHERS.

Realizing that the teacher of necessity must be an important factor in the collection of school statistics, we provide that no teacher shall be paid for the last month's labor performed until the required report has been filed with the district clerk

SCHOOLS

Under this title have been collected rules governing the admission of children in the public schools; the number of hours school shall be taught, the branches to be taught; and prohibiting the introduction or use of certain books. As the last subject created considerable comment two years ago, I give the section in full.

"Sec. 51 No books, tracts, papers, catechisms or other publications of a partisan, denominational, character, shall be used or distributed in any school, neither shall any political, sectarian, denominational or infidel doctrine be taught therein; and any school district, the officers of which shall knowingly allow any school to be taught in violation of these provisions, shall forfeit all right to any county apportionment of the school money, and upon satisfactory evidence of such violations the county superintendent shall withhold its appotionment "

By reference to section 16, chapter IV, of the present law it will be seen that section 51 of the proposed law, so objectionable to some, has been the law of the Territory for years. So far it has given general satisfaction; its propriety cannot be questioned. Our school is a little Republic as it were We find here represented almost every religious denomination; every creed and every political party. There is no subject upon which people are more sensitive than their religious and political opinions To teach the religion of one necessarily creates dissatisfaction among the many. To teach the political doctrines of one party must of necessity give offense to the members of the other. It is true there are many facts political and religious upon which all agree There is much in religion which might be taught to great advantage, giving offense to none, but who is to make the discriminating line or limit beyond which the teaching becomes obnoxious? How is the religious enthusiast to be kept within the proper limits? How shall we frame a law to restrain the "party teacher" (and we have many) within proper bounds? If you leave it to their own good sense they will teach what they believe, for

heir belief is the embodiment of good sense? Teachers can impress upon their pupils the principles of morality, with justice and patriotism; they can teach them to avoid idleness, profanity and falsehood; they can instruct them in the principles of free government, and they can train them up to a true comprehension of the rights, duties and dignity of American citizenship, without resorting to doctrines obnoxious to any

Those who can conceive of no good in schools where there is no Bible should read the following extracts with care There is much good common sense in them·

"Good morals are the common stock of all sects and the basis of toleration. Perhaps this truth has not always been sufficiently remembered during the discussions now so warm and frequent respecting religion in schools It may simplify matters somewhat if we consider that whether the Bible is to be excluded from schools or not it is quite impossible to keep out of them a considerable part of what the Bible teaches. Those who in the ardor of controversy suffer themselves to talk of 'Godless schools,' need possibly to be reminded how much at least of the morality of the Bible, is necessarily included in any scheme of education worthy of the name.

"Though intellectual culture is not necessarily religious, it clearly does not tend in the opposite direction An ignorant man is more likely to be wicked, because he commands fewer conditions of honest success; for it is the useless member of society who cannot do what there is a demand for his doing, who falls into evil ways and finishes with the scaffold or the prison It is true that men who have been taught to read may commit murder, and that only a man who knows how to write can commit forgery; but it is equally true that one who reads will be more likely to understand the wickedness of murder, and that one who writes will probably have other accomplishments which should save him from the temptation of actual want. The influence of intelligence and acquirement is always toward morality, and our whole public school system is based upon a recognition of this truth. If it were otherwise it would be a despotical absurdity to compel the citizen to send his child to school, and a misappropriation of the public funds to build school houses and hire teachers at all.

"The controversy which is at present agitating the country is needlessly embittered by a confusion of morals and religion. Primarily, the business of a school is to cultivate the intellect and incidentally the heart, while it undertakes to furnish the child with the tools by the use of which the future man can be supported. If we add to this the means of harmless and refined gratification, we have the whole net purport and upshot of public education. Infinitely more than this, the man, as life advances, will need; but this is what the State undertakes to supply. There remain the education of the eternal soul, the preparation for a higher and purely spiritual life, the development of a devout submission to the will of God, the comprehension of our utter helplessness without His support and guidance, the

feeling of inexpressible gratitude for His mercies, and the confession that in Him we live and move and have our being. These are attainments apart from the learning of books These are acquisitions only to be secured by painful experiences and by honest self-examination. Many men have well nigh passed through the valley of the shadow of death before there came to them assurances of light and safety. Doubtless to such the Bible has been an inexpressible support and comfort. But it is not of its value in such mortal emergency that President and press are talking. It is as a code of morals that it must be politically discussed. Whatever adjustment may be made of present difficulties, the Bible will remain. Read in the schools or not, it wil continue to exercise its influence upon the mind and heart and spirit of mankind. Its promises, warnings, encouragements are in the memories of the race and can never be obliterated Whatever may be the decision of the vexed question, there is little need of alarm. The book has a vitality independent of human law, and will be read by most men, while men read at all "—*N Y. Tribune.*

These important agencies are brought to bear upon the development and culture of the child, and largely, if not entirely, make him what he is when he comes to manhood, These agencies are the Home, the Church, and Society or the State; and these agencies at all periods of the child's life should contribute to his development and growth to perfect manhood. The work of each of these instrumentalities is distinctive and peculiar although the relation of each to the other is exceedingly intimate, and the products of their several influences are closely interwoven in the child's character. Neither of these agencies should usurp the work or duty of the others. Nor be compelled to perform the work or duty of others.

The school is a department of the home or branch of the family, and the public school is under the control of society or the State inasmuch as society or the State supports and fosters it. If the public schools be as nearly secularized as is possible they will not be Godless in the sense the charge is sometimes made. The discipline received in the schools, including habits of order and regularity, continuity of effort, obedience to recognized authority, perseverence, promptness, etc , is something, certainly, of a basis upon which religious character may be built. Besides the development of these habits, the schools as nearly secularized as possible, may develop and strengthen and fix the character of truthfulness, self-reliance, honor, industry, patience, etc , and thus go far toward laying the sure foundation upon which the church can safely build. The public school should not be required to do the work that belongs peculiarly to the church.

It seems quite an impossibility in this age for a public school to be without moral influence. If there should exist in any community a school which exerts no moral influence and in which no moral instruction is given, such school is an injury to that community, and to all communities since the power of influence reaches without limit. The public schools should impart

moral instruction, but moral instruction is not religious instruction. The former has to do with the relations of man to his fellow, the latter with the relations of man to the God of his faith—the God he worships The church has to do with matters of faith—the school with matters social—both grow out of the necessities of the family.—*Hon. Chas. S. Smart, Commissioner of Education, Ohio.*

SUPPORT OF SCHOOLS.

The fact that the average duration of the school term for the year does not exceed three months, is a sad commentary upon the legislation for the support of schools. Under the present law, a tax, not to exceed four mills on the dollar, may annually be levied for the support of schools. (Sec. 2, Chap. 2, Acts 1873.) District meetings shall have power to levy a tax not exceeding two mills on the dollar, for the purpose of building and repairing school houses, once each year. (Sec. 3, Chap. 5, Acts 1874) And a special tax of two mills on the dollar for the support of schools may be levied by district meetings. (Sec 1, page 118, Acts 1875.) Moneys paid into the treasury arising from all fines for a breach of any law regulating license for the sale of intoxicating liquors, or for keeping bowling alleys or billiard saloons, or from any penal laws of the territory. (Sec 3, Chap 2, Acts 1873.) Under the act authorizing the county commissioners to lease school lands, some money has been derived for the support of schools. But the act having been declared null and void, little can be expected from that source in the future.

The foregoing comprises all the laws for the support of schools The principal support comes from the tax levied by the commissioners. This support is uncertain, depending upon the views of men. A law intended to nourish, foster and maintain schools for the education of the masses, should not be so framed that two men can defeat the object intended.

In the proposed law, it is provided that the commissioners shall annually levy a tax for the support of schools, of not less than six mills on the dollar. And under the provisions of section 84, a special tax not exceeding ten mills on the dollar may be levied in each district for educational purposes, once in each year The majority of the votes cast is to determine whether a tax shall be levied or not. Those special taxes are collected at the same time, the same places, and by the same officers who collect the territorial, county and school tax.

It may be contended that the rate of taxation has been fixed too high. If experience should prove the six mill tax sufficient to maintain a six months' school, then no fears need be entertained of much special taxation. Those who fix the rate of taxation, and judge of its necessity, are all tax payers, and it cannot be presumed that they will levy taxes when there is no absolute necessity for so doing This is also true with reference to special taxes. Directors judge of the necessity of making the levy, and the people by their votes determine whether the necessity actually exists of levying a special tax.

I call special attention to the law now regulating the fine for violation of the liquor law. (Sec. 6, page 439, Acts 1873.) The highest penalty the court can impose is a fine of fifty dollars The penalty for violating this law should be made equal to the amount required to procure the license for carrying on the business. Whenever the penalty is less, you offer an inducement to violate the law. I call special attention to this matter, because all fines collected are paid into the school fund. Should the provisions contained in the proposed law be accepted, I feel assured that every district will then be enabled to maintain a six months' school.

A law of this character would be of great benefit to poor settlers in poor counties They possess the right spirit, but not the financial ability to effectuate the cherished purposes of their minds True, they have a school, but every person of experience will tell you that a school of only three months duration in the year, is generally worse than none at all It takes time to awaken the attention and the interest of the child. It is seldom that much more is accomplished during the first three months. Fair, and gratified progress is made, the parent becomes delighted as he observes the interest manifested as the mind of his child expands under the skillful guidance of the faithful teacher, then the term closes, to the annoyance of the child, parent and teacher. The field and farm now furnish employment till next year, when a new term commences. The interest awakened during the first term has been totally absorbed in other objects and pursuits.

A new teacher is there, his ideas and system of teaching are different from the first. The child is obliged to go over the same ground again, only in a different way. But you can seldom awaken, again, the interest in the mind of the child, which at first gave life and energy to all its pursuits. In going over the course, at first, everything was new and interesting, but now it is an old and familiar story; and when at first interest and ambition led the child, you must now drive it. Too often under such circumstances the child becomes discouraged, and you find a distaste for books in those whom nature has gifted with fine acquisitive abilities. And here the greatest labor of the teacher lies. It costs more labor and time to advance one child who has the benefit of such a term than it does to advance two others to the same point of proficiency who have not had such benefits. The first plods on its weary way, discouraged and disheartened. The latter are among new scenes, and "pursue the even tenor of their way," led by novelty, interest and ambition.

SCHOOL LANDS.

In my last report I suggested what, in my judgment, ought to be done to make the school lands available for the education of our children. I repeat what I said then.

If, upon investigation, the county and territorial taxes can be reduced and the reduction thus made be added to our school tax, then our condition will be much bettered. If this, however, cannot be done, then we must

appeal to the general government for aid. And in this appeal we shall not stand alone; other territories are moving in this matter and with a proper concentration of action, we cannot fail. For our appeal will be based upon the highest considerations which can influence the American statesman. The liberty of the government is based upon the intelligence of the citizen. Our people, who are converting the wilderness into a garden and increasing the wealth of the government, are entitled to some assistance from that government in the education of their children. This is especially true when we reflect that we have a school population of over ten thousand and that in time to come they will take our places, to perform the important duties of American citizens. It is true, that by the organic act, certain lands are reserved for school purposes, but these lands are no benefit to us now. They can only be made available when the territory is admitted as a state. Then perhaps we want no help. Now, in our poverty and distress, we want help. The lands reserved are as valuable to us as the fortune in expectancy—of the man dying of hunger. Millions are annually appropriated to assist private enterprise—to enrich individuals. Then why should we despair—"Ask and you shall receive."

Hon Cornelius Hedges, superintendent of schools for the Territory of Montana, handles this subject with great ability in the following language.

"Is the general government doing its duty by us, according to theory, like a careful guardian, furnishing proper facilities to prepare us to acquit ourselves creditably in the question of self government? It is a little aside of our present purpose to refer to what the government is doing to promote the influx of population to the development of natural resources of the territories. But what is it doing to promote general education which is universally acknowledged to be the indispensable prerequisite to the successful maintenace of free government? The subject was thought about, and seemingly provided for, as we shall find in all the organic acts by the reservation of the 16th and 36th sections of all lands when surveyed, for the purpose of being applied to schools in the territories, and the states to be erected out of the same. Now, all of our territories contain millions of acres of surveyed lands, and this has been true for years. But when, where and how has any single acre ever been devoted to schools in any territory?

"Poor Montana is credited as having already received upwards of five millions of acres of land, while we, living here, know to our sorrow that we cannot control the disposition of even the grass that grows on a single acre of this vast extent of school land. It may be stripped of its timber, robbed of all that constitutes its value, and no one has power to say "nay." It not only yields no present revenue to aid our schools in a struggle for existence, but lies everywhere exposed to unchecked rapacity to render it unfit for any future use.

"It does seem that if this matter could ever be brought to the serious attention of members of Congress, its own intrinsic merits would so

effectually argue the case, that further delay to some effective action would not be allowed.

"If ever the people of the Territories need help to found and foster schools, it surely is in the days of their weakness and poverty, when there are so many demands upon their scanty earnings, and when under many disadvantages they are compelled to labor for the benefit of those who will reap the harvests they have not sown. Let the Government, through its own constituted officers, dispose of a portion of their school lands. Let it invest the proceeds in its own bonds, paying over the annual interest to be devoted to the support of schools. Or let it appropriate a special fund at once to be available, securing to itself, to be repaid when these school lands can be advantageously sold.

"Nearly all of the States have large school funds derived from the liberal allotment of public lands at various times and in various forms from the national domain. Indeed, we are constant witnesses of our own lands being given away to build Agricultural Colleges in the old and wealthy States, while not an acre or a penny of its proceeds comes to us in the days of our poverty, and when most we need it. We are baited with the bland assurance that when we have become richer and stronger, in fact, better able to supply our own wants from our own resources, then Government will shower its benefactions upon us. It seems to us a great and manifest wrong that the Territories, while held as subject provinces under the absolute sway of Congress, and during the years when those settling in the Territories are doing so large a share of their work for the benefit of the general Government and future generations, and are molding the institutions and are rearing a generation to administer to the affairs of the future State, should be worse neglected in the matter of education than ever after. The Government assumes to be our guardian during our metamorphic infancy and treats us as wards in most things; but while thus nominally fitting us to bear the responsibility of independent government, it totally neglects our educational interests, as if important for the destiny that awaits us. The generation that is to lay the foundation of the future State of Washington and determine largely its character, is now in our public schools, receiving about three months, instruction per annum, by such random and indifferent teachers as disappointment in some other pursuit has diverted to the temporary business of teaching.

"Is the general government discharging the trust that it has assumed, wisely and faithfully? It has always seemed to us that if ever there was a time when we needed help, it is the day of our poverty and weakness; and if there was a time when we deserve help, it is when engaged in reclaiming a wilderness for the residence of civilization and industry, and laying the foundations of a future state. It seems as though our national Congress would feel compelled, in decent self respect, to do something for us at once, if only a proper presentation of our condition and necessities were made to it. What we need first and most, is not a university; it is a system of public

free schools. The system we now have, of our own establishment, is well suited to its purpose. It does all that any system can do, but it can not furnish or pay good teachers, nor build school houses, nor keep the schools open for nine months in the year, as needed. Our people are too poor to tax themselves more at present, and the total amount of school fund, well husbanded, will not sustain our schools in session more than three months in the year. Such an amount of schooling is very little better than nothing. It is hardly more than time to concentrate the child's attention and arouse his interest in his studies. A second three months would be worth twice as much as the first three, and the third three months would exceed in value the first six. In some few districts the time is eked out by private subscriptions—rarely by a district tax. Private schools in small part supply the deficiency, but in most part the deficiency is not supplied at all; and the sad fact that we have to contemplate is, that we lose in large part the money that we do expend by not being able to do more, and our children are growing up in ignorance, poorly fitted and equipped for successful, honorable life. Aid from the general government, sufficient to double the present average length of school term in the Territory, would be of immense benefit to us and a blessing to future generations, and it seems altogether right and reasonable to ask and expect so much from Government

"I recommend therefore, that Congress be memorialized, on the subject, and that our delegate in Congress be instructed to give this matter his earliest attention."

UNION OR GRADED SCHOOLS.

Under this title provision is made for "Union or Graded Schools" throughout the territory. Their support is derived from the general school fund The amount is fixed by the the number of pupils attending the schools, being the amount each scholar is entitled to, under the general apportionment of the county. It is proposed to teach only the higher branches in the school. The board of education is to establish rules prescribing the proficiency scholars must possess before they can be admitted into these schools. The adoption of this provision will not only enable parents to educate their children at home, but will also prove of incalculable benefit in the advancement and progress of the children. They see before them a school of a higher grade, the admission to which depending upon their own exertion and proficiency. A degree of emulation and ambition will be excited, otherwise unattainable. In country districts, the establishments of these schools is optional with the people, but in cities or towns, reporting more than five hundred children, their establishment is compulsory.

COMPULSORY EDUCATION.

It is proposed upon full and careful consideration, to secure the adoption of section 67, which provides, that all persons having the care of children in towns or villages containing more than four hundred inhabitants shall send them to the public schools under certain penalties. From the provision of this law are excepted children laboring for their own, or their par-

ents' support; those whose bodily or mental condition is such that they would be injured by attending school; and those attending private schools, or who are taught at home.

The law of 1871, on this subject, in force for two years, was a subject of much criticism, and complaint, because none were exempt from its rigorous penalties. The fault in the proposed law lies in the fact that its exemptions are too liberal But it is extremely difficult in a new country, like ours, to so frame a law on this subject that it will meet the approbation of all.

SCHOOL BOOKS.

I recommend the following books to be used in the territory.

Readers—Pacific Coast Series.

Speller—Pacific Coast Series.

Grammar—Harvey's.

Geography—Cornell's.

Arithmetic—Thompson's,

History of the United States—Swinton's.

These books are most extensively used in the territory and seem most popular.

GENERAL STATISTICS FOR 1877

COUNTIES	Date of report	Amount of school fund.	Amount paid to teachers	Number of male teachers.	Number of female teachers	The average time that school has been kept open in months	No. of persons attending school.	Number persons of school age	Number of districts in which school has been kept	Number of school houses
Chehalis	1877	$1,132 00	$1,132 00	4	5	3 66	200	316	12	16
Clallam	1875		979 00		5	6	96	125	4	4
Clarke	1877	2,700 00	3,500 00	19	11	3	800	1800	34	45
Cowlitz	1877		2,300 00	8	6	5	475	610	17	19
Island	1877	1,621 00	1,837 00		4	3	109	156	6	6
Jefferson	1877		2,675 00	3	3	8	202	437	4	5
Klickitat	1877		2,500 00	9	2	6	500	800	11	12
King	1877	8,329 00	8,329 00	16	9	4 25	629	1591	21	23
Lewis	1876			5	8	3	438	668	13	20
Mason	1877	900 00	900 00	3		3		112	4	7
Pacific	1875	1,448 00	1,600 00	6	7	3 50	150	293	10	13
Pierce (no report)										
Skamania	1877	1,000 00	636 00		5	4.80	60	98	5	5
Stevens	1877		640 00	4	2	3	105	376	6	14
Snohomish	1877		1,540 00	1	7	3 50	250	300	8	10
San Juan	1876				5	4	83	206	3	6
Thurston	1876		4,513 00	10	17	3 70	800	1003	23	24
Whitman	1876		900 00	1	9			667	10	29
Whatcom	1877		1,920 00	1	17			514	18	22
Walla Walla	1877		10,147 00	19	17	5	1572	2384	32	35
Wahkiakum	1876		617 00	3	1	4	37	100	4	4
Kitsap	1877		3,200 00	4	3	8.20	176	290	5	5
Yakima	1875			10			200	401	12	16

GENERAL STATISTICS FOR 1875

COUNTIES	Amount of school fund.	Amount paid to teachers.	The number of libraries.	Number of persons between 4 and 21 years of age.	No. of persons attending school.	The average time that school has been kept open in months.	Total number of teachers	Number of districts in which school has been kept.	Number of school districts.
Chehalis	$1,201 00	$1,139 00		268	200	3	10	11	11
Clallam	521 00	979 00		125	96	6	4	4	4
Clarke	2,626 00	3,388 00		1627	613	4	30	27	36
Cowlitz	2,320 00	1,400 00		524	200	3	15	12	18
Island	1,621 00	1,837 00		174	109	6	6	6	6
Jefferson	2,190 00	2,190 00	1	328	248	8	4	4	5
Klickitat	1,048 00	1,075 00		295	200	4	7	7	8
King	6,410 00	5,988 00		947	700	4.50	22	13	16
Lewis							3	15	18
Mason	572 00	506 00	1	100	33	3	3	3	4
Pacific	1,448 00	1,600 00		293	150	3.50	13	10	13
Skamania	531 00	370 00		71	36	3	4	3	3
Snohomish	986 00	986 00		200	133	4	5	5	8
Stevens	937 00	891 00		313	225	3	6	6	12
San Juan	612 00	612 00		181	120	4	5	5	6
Thurston	4,972 00	4,991 00		889	531	3 50	17	13	23
Whitman	1,116 00	1,072 00		491	178	3	8	7	17
Whatcom	2,150 00	1,891 00		427	164	4	12	13	18
Walla Walla	16,000 00	17,443 00		3400	2800	5.50	45	54	58
Wahkiakum—no rep't									
Kitsap	4,295 00			240	180		7	5	2
Yakima				401	200		10	12	16
Pierce—no report									

GENERAL STATISTICS FOR 1872.

COUNTIES.	School houses.	Number of school districts.	Number schools taught.	Number persons attending.	Number persons of school age.	Amount paid to teachers.
Chehalis	8	11	8	150	242	$1,000 00
Clallam	2	4	1	18	112	130 50
Clarke	23	27	25	560	1208	2,000 00
Cowlitz	11	17	14	213	582	1,781 36
Island	6	6	5	100	149	1,418 55
Jefferson	3	4	3	182	286	2,160 00
King	9	12	11	447	732	4,140 00
Kitsap	5	5	5	98	196	2,700 00
Klickitat	5	7	5	61	239	429 00
Lewis	8	12	11	226	421	1,629 00
Mason	1	4	1	20	50	350 00
Pacific	6	17	5	125	258	1,172 00
Pierce	12	12	11	290	535	1,959 10
Snohomish	3	4	3	50	126	350 00
Skamania	2	3	2	20	45	225 00
Stevens	1	4	3	74	143	789 21
Thurston	18	22	19	513	856	4,009 47
Wahkiakum	2	4	2	34	58	319 75
Walla Walla	50	50	48	2,500	2,944	16,000 00
Whatcom	7	12	6	120	235	500 00
Whitman	2	5	2	45	204	155 00
Yakima	5	16	6	82	328	790 00
Approximate totals	189	248	196	5,928	9,949	$44,007 94

In order that comparisons may be made, in the increase and progress of schools, I give the tables showing the statistics for 1872 and 1875.

The reports of the county superintendents on their face show the necessity of most of the changes in the law which I have recommended As the country is increasing in population, we find that the law which gave general satisfaction a few years since is wholly inadequate to our present necessities. There are localities where, no doubt, the law is considered good enough for all practical purposes But, in framing a school law, regard should be had to its effect and operation in all parts of the Territory. The law proposed is simple enough for any country district, and at the same time its provisions will be found ample for schools in our cities and towns.

Knowing that my successor has already been selected, the recommendations I make and the views I express are disinterested, and I make them because, in my judgment, the school interest will be promoted by their adoption. Yours respectfully.

JOHN P. JUDSON,
Territorial Supt of Schools.

REPORTS OF COUNTY SUPERINTENDENTS.

CHEHALIS COUNTY.—Delia M. Newton, Superintendent.

No report except statistics.

CLARKE COUNTY.—W. Byron Daniels, Superintendent.

J. P. JUDSON, ESQ.,
Territorial Superintendent

DEAR SIR —Many of the clerks' reports are imperfect, hence I can only approximate to the truth in some of the items The school law in pamphlet form, for the use of directors, clerks and teachers, is greatly needed. The people generally throughout the county are desirous that steps be taken by the next Legislature to put more money in the general school fund In all districts they manifest a willingness to pay higher taxes for this purpose.

W. BYRON DANIELS,
County Superintendent

COWLITZ —C. L. Klady, Superintendent.

J. P. JUDSON, Esq.,
Territorial Superintendent.

DEAR SIR —Inclosed please find those questions answered, which were submitted to me as Superintendent of schools in Cowlitz county, W. T.

I have taken the reports of the school clerks for November, 1876, as the sources from which to base my report; and as the office of school clerk is one of neither honor nor profit, it is generally forced upon some one neither willing nor competent to attend to all its duties in every respect, that a strict compliance with the school laws would require. Consequently it is impossible to make as full and complete an exhibit of the amounts expended for teaching, the total and average attendance at school, kind of books used, and the exact time school has been taught in the county during the year. Many of the schools are taught at such a time of the year that the clerk can only report "One term of school taught, and school still in progress." Many of the clerks have no copy of the school law, and I have not enough to send one to each in the county. I think that at least one director in each district, should also have a copy of the school law.

I believe that not more than 12 or 15 scholars have attended schools out of their county during the year, (except a few near the line between Cowlitz and Lewis counties) and they have done so not so much because of their advancement, but because there were no schools at home for them to attend.

I have found during my visits among the schools, that the teachers are earnest, conscientious and faithful in the performance of their duties; watching the conduct of their pupils as well on the play ground as in the school-room, and endeavoring to teach them morally as well as attending to their mental culture; and while I am aware that some of them would not pass a rigid examination, yet I believe that they will be as successful in advancing their scholars as would University or College graduates in their places.

The facilities for schools in this county are not as good as could be wished, many portions of the county being sparsely settled, and consequently the number of children is so small that the public money will maintain only a three or six months' school in the majority of the districts; and many of the children are too small to go as far as some of them live from the schools. These defects will be remedied by time, and as the county becomes more populous, and richer through development, the schools will correspondingly improve.

But in some of the oldest and wealthiest districts in this county, the people manifest a shameful disregard of the wants and requirements of education, being as careless and unconcerned about the appearance, convenience and comfortableness of the school-houses, as though education was of the least consequence, instead of being as it is, one of the most, if not the most important question in life, both politically, socialy and morally.

There is another feature of our present school system which needs careful consideration, and that is the multiplicity of text books in use. In a small school they may not make much difference, but in a large school it is simply impossible for a teacher to so classify the scholars that he or she might devote the time to each class that ought to be given, or that they would wish to employ.

Having touched upon the points which to me appear to be the most important as fully as time and space permits,

I am, respectfully yours, C. L. KLADY,
Superintendent of Schools, Cowlitz Co., W. T.

ISLAND.—Jerome Ely, Superintendent,

J. P. JUDPON, ESQ.,
Territorial Superintendent.

DEAR SIR:—You request me to report to you by the first of this month, but it is impossible for me to do it, or only partially I cannot report with out the report of the district clerks, and the law gives them ten days after the first Friday in November. I will give you all the information I can. Last year's report gives 156 children between 4 and 21 in this county. It will be about the same this year. There are six districts in the county; school has been kept in all of them. Three schools are being taught yet; one is private. There have been seven teachers in the county, three males and four females.. The way the school money is now appropriated some districts have money enough to keep school the year round,

while others cannot keep two months with public money. I have visited all the schools in the county and am pleased to say that they are doing well. Will you please send me a list of questions for teachers to answer, so the examinations may be more uniform in the Territory. I may attend the convention in Olympia. Very respectfully yours,

JEROME ELY,
Supt. Common Schools.

Oak Harbor, Sept. 3, 1877.

KITSAP.—J S Houghton, Superintendent.

J. P. JUDSON, ESQ.,
Territorial Superintendent.

DEAR SIR:—The educational advantages in our county are, in the main, good; schools being taught in all the districts from six to nine months annually. The grade of our schools has been gradually growing higher for the last few years The necessity of employing teachers better qualified for their profession is becoming better understood, and such are sought for and employed, when they can be had, especially those who have received normal instruction. The former habit of employing young girls without any experience, is wholly abandoned. In three out of four of the schools I lately visited, I found the higher English branches taught, and not to the neglect of the more common ones. There was a commendable energy manifested by the teachers, in blackboard drill. which was certainly gratifying.

The usual complaint came from the teachers—want of sufficient co operation on the part of parents and directors, in supplying the school-rooms with necessary apparatus

A more uniform system of text books existed than I expected to find
Respectfully yours, J. S. HOUGHTON,
Supt. of Pub. Schools for Kitsap Co

KING.—E S. Ingraham, Superintendent.

SEATTLE, Sept 1, 1877.

J. P. JUDSON, ESQ ,
Territorial Superintendent.

DEAR SIR.—In accordance with the requirements of the law, I have the honor of submitting to you the following report of the condition of the common schools of King Co All statistics are taken from the reports of the several school clerks, made in November, 1876.

There are twenty-three organized school districts in the county, the most of which have comfortable school houses Dist. No 1, has five school buildings with two departments in each There have been schools, from three to nine months in length, taught in all the districts except two.

Since I became superintendent of this county, less than a year ago, I have examined twenty-nine applicants for teacher's certificates. First grade certificates have been granted to but seven of these. It has been my aim to comply with the law, by giving impartial and searching examinations. I

am strongly in favor of a Territorial Board of Education, one of whose duties should be to prepare questions quarterly for the examination of teachers. In this way teachers would be treated alike in the several counties.

There should be three grades of certificates establishsd, and a life diploma. With such a system and grade of certificates, every live teacher would go at work to obtain the highest.

It will be seen by the tabular report appended, that the average length of schools in most of the districts is but three months. Now such a condition of things is deplorable! What can be done in three months, yearly, towards educating our children? Our common schools are the palladium upon which we stand and unless they are well cared for, we fall. Let our Legislature enact a law that will double the present school fund, and they will be doing more for the future of this Territory than is possible to be done in any other way.

I do not wish to pass this report without saying a few words about the schools of Seattle. At the close of the spring term, an examination of the pupils in the higher department was held and twelve sustained a searching examination in the several branches comprehended in our present school law. The most of this class entered the junior class of the University this fall. I am informed that it is the wish of the Faculty and Board of Regents to admit only those who have completed the course of study laid down in the school law. But owing to the present condition of things they have to admit pupils below that grade, in order to pay their instructors anything like decent salaries. It seems to me if our present legislature was to appropriate a sufficient sum to pay a good faculty to take charge of the University and make a Territorial high school of it, it would be of vast benefit to our common school system. We have enough pupils throughout the Territory to make a good high school, but not enough in any one place to do it Then for the present let us have a Territorial high school, free to any in the Territory who have completed the common school studies. Let scholarships be established and placed in the hands of the members of the legislature or county superintendents to be given to such worthy pupils that wish to pursue the higher studies When the Territory becomes populous enough to have a high school in every city, then the grade of the University may be raised in institutions of like name elsewhere. Appended to this report may be found a tabular statement called for by yourself. It is very imperfect owing to the neglect of many teachers and clerks to make full returns

Respectfully submitted,

E. S INGRAHAM,
School Superintendent, King Co., W. T.

KLICKITAT.—P. E. Mitchell, Superintendent.

GOLDENDALE, Aug, 18, 1877.

J. P. JUDSON, ESQ.,
Territorial Superintendent.

DEAR SIR:—In my report I have simply made an approximate, not hav-

ing received the reports this year and our population has almost doubled, so that should I wait till January 1, 1878, my report would be much more favorable.

I am proud to say educational interest is increasing in this county Some of our citizens are beginning to appreciate their privileges; we have had almost too favorable an opportunity to school our children, the parents could send six months without any special tax, in some districts nine months.

They have only paid the minimum salary, $25 00, to the County Superintendent and would not consent to use a uniform system of books But since I have broken up that idea and the children are making some advancement in their studies, the parents are becoming interested, and there is a movement on foot to build a high school May it succeed.

We have some very good school houses in this county, with no indebtedness; have a very good corps of teachers and no trouble about paying them.

Would you favor me with a list of questions suitable for this county? some of the teachers say I am very hard with questions; others say differently.

Next time I hope to make a much better showing in my report.

With respect, I am yours, etc.,

P. E MICHELL,
County Supt Klickitat Co , W. T

LEWIS————————Superintendent.

J. P. JUDSON, ESQ.,
Territorial Superintendent.

DEAR SIR:—There are in the county twenty organized school districts, two of which have been formed during the year. In thirteen of them school has been kept three months each, or more In one district, No 6, having over fifteen scholars, a school was kept forty-five days and dismissed, as they had exhausted the public school fund, and did not feel able or disposed to raise the means to keep it longer. They thus failed to receive the annual apportionment, which would have mainly assisted them to have a three month's school the coming year.

There are twelve school houses.

No school libraries have been reported.

One district, No. 19, reported 11 children for 1875 and no school taught. In 1874, this district reported 24 scholars, and as they had drawn the apportionment for that number the year before and failed to have a three months' school, after they had received it, no apportionment of the public fund for 1875 is allowed them.

Two districts have been formed during the past year. One of them No. 14, was formed out of district No. 6, having 18 children entitled to the public fund. They have built a good school house, suitable for the accommodation of the school, for which they are entitled to commendation, considering their number and ability. They also have a school which commenced the 19th of October.

Three districts failed to report. In one of them, No. 17, I understand that a school was kept, though I do not know that the teacher procured a certificate authorizing them to use the public school fund.

The number of children, between the age of 4 and 21, reported is 568 The three districts, not reported, contained in all 61 children, in 1874, which would make the number 629. The apportionment was made among 540, who are included in the thirteen districts, which have had a school three months or more, together with the newly formed districts.

The whole number reported as having attended school is 323, one district, No 13, having failed to report the number, which had about 20, when I visited it which would make about 343.

Three and one-half months is about the average time of the schools kept.

Thirteen teachers have been employed, five of whom were males

The amount paid to teachers is $1,356.

The amount of school fund apportioned was $1,800.

The school books used are such as the different schools have ever had, comprising all the various kinds known in these parts Some districts have adopted those that were selected by the former Territorial Superintendent, namely: Sanders' Union readers and spellers; Monteith's geography; Kirk's grammar and Robinson's arithmetic. Letters have been addressed to the various teachers, asking what books they would prefer, and they vary in their opinion or choice, almost as much as the books now in use. But they agree in thinking there should be but one series in a school, whereas, now, there are as many kinds in some schools as there are scholars in number, and yet not enough for the use of the children, as frequently two are obliged to use one book. One teacher of some experience says: "I prefer Sanders' Union readers and spellers, Robinson's arithmetic, Mitchell's geography and Kirk's grammar." Another says: "McGuffey's readers, Town's spellers, Ray's Arithmetic, Mitchell's Geography and Smith's Grammar Another says: "I have taught four different schools in Lewis county, and we used principally Wilson's Readers, Clark's Grammar, Town's spellers, Ray's Arithmetic and the Spencerian system of penmanship, all of which are very good" There is one suggestion in regard to Clark's Grammar. I think it is too complicated for young scholars. I think there are several others that are easier for beginners.

In regard to the amount of money paid to teachers I think that the time of making the district reports is not sufficiently definite. The schools are, many of them, keeping in November Some may have closed when the clerk makes his report and the teacher is paid; others continue till the last of December, and the report sent immediately to the superintendent, which he must hastily examine to make his report, when it is difficult, and perhaps impossible, from these reports, to get the true amount paid for the year. And others may not close till several months later. In most of the districts, the full amount of the public fund is paid to the teachers and even more by voluntary contribution, or subscription, or a self imposed tax, according to the number of scholars sent to the school, sometimes in coin and other cases in greenbacks. The amount stated is in addition to the teacher's board as the teachers board around with the parents of their scholars.

The time of making the superintendent's report should, in order to give the amount of the public funds for the year, be a suitable time, say ten days or a month after the county treasurer turns over the tax list to the sheriff, or after the sheriff's returns are made. It has been the practice in this county, of late, to get the amount in the county treasury from the county auditor, after the treasurer turns the uncollected tax list over for the sheriff to collect, showing the exact amount then in the treasury, about the 10th of January. This, however, is too late, for the apportionment and report which the law requires to be made on or before the first Monday of January Again, law requires that the superintendent shall take his oath of office within ten days after receiving a notice of his election, which may be as many as fifty days before the time fixed by law to enter upon the duties of his office. But on the first of July, after the delinquent tax is returned by the sheriff, and all the money that could be collected, is in the treasury, appears to be the time to ascertain the amount collected, and make the final apportionment for the year, and the annual report.

MASON.—Robert Watkinson, Superintendent.

No report, except statistics.

SNOHOMISH.—H. A. Gregory, Superintendent.

Mr Gregory sends no report, except statistics, and I give the report for 1876:

This county is at present divided into eight school districts In six of these districts school has been maintained for an average term of three and two-thirds months. The majority of the teachers have been ladies. District number one, embracing Snohomish City, has erected during this year a good and commodious school building at an expense of about $700. This district contains nearly one-half of the children of school age in the county, and of course draws about half of all the school money. To show the rapid and gratifying progress of school affairs in our county I have, as far as the records in my possession enable me, made a statement of the num-

ber of pupils, and the amount of school money apportioned each year since 1869.

Year.	*No. Pupils*	*Amt. apportioned.*
1869,	23	$313 11
1870,	61	415 70
1871,	No record	414 70
1872,	127	828 00
1873,	160	980 83
1874,	200	1218 52
1875,	237	964 07

The returns for 1875, upon which is based the apportionment for the ensuing year, show an increase of pupils with a decrease in the amount of school money, which will greatly lessen the amount drawn this year upon each pupil. The apportionment for this year (1876) is as follows:

District,	*No.*	*No. Pupils.*	*Amount.*
"	1	98	$382 20
"	2	20	78 00
"	3	28	109 20
"	4	21	181 60
"	5	32	124 80
"	6	6	23 40
"	7	20	78 00
"	8	12	46 80

I have visited each school in the county—found the teachers, without exception, diligent and faithful, and the pupils excelling any equal number for order and deportment that I have ever seen. The pupils, too, in all the schools, have made satisfactory progress. As yet there are too few of the helps to teach, such as maps, charts, globes, blackboards, etc, in our school rooms In district No. 7, I found Wilson's Charts in use. These Charts are invaluable in teaching children to read and a thousand things beside, and ought to be in every school room. A uniform series of school books would lessen the labor of the teacher and double his efficiency and the progress of the school. I would prefer the Pacific Coast series of readers, revised edition, after a trial, to those now in use. The selections are new, and many of them specially adapted to interest children living upon this coast. I also decidedly prefer Harper's Language series by Prof. Swinton. I would recommend that teachers give special attention during the present—the Centennial year of American Independence, to the leading facts in American history, which can be done with or without books

WM. REEVES,
County School Superintendent.

Snohomish City, Jan'y 16, 1876.

SKAMANIA—J. W. Brazee, Superintendent.

CASCADES, Sept. 1, 1877.

J. P. JUDSON, ESQ.,
Territorial Superintendent.

DEAR SIR:—Skamania county has five districts. A school has been kept in each during the year.

The last report from the districts gave 80 persons between 4 and 21 years; the census gives 98 at this time.

Sixty have attended the schools; average attendance 59.

We have no private schools in the county.

Average number of months school in each district 4 4-5.

Teachers employed, five females.

Paid teachers six hundred and thirty dollars. Money on hand $374.13.

A general assortment of books have been used. Each teacher has her favorite books to recommend. I would be glad to see the Legislature adopt some series. I would recommend the Pacific Coast Series, as they are manufactured on this coast and I believe them to be as good, or better than many published in some of the older states. Yours truly,

J. W. BRAZEE,
County Superintendent.

STEVENS—Moses Dupuis, Superintendent.

No report, except statistics.

SAN JUAN.—William Bell, Superintendent.

J. P. JUDSON, ESQ.,
Territorial Superintendent.

SIR:—I respectfully submit the following report for district schools of San Juan county.

There are six districts in the county.

The number of scholars in district No 1, San Juan Island, is sixty. The school has been kept for six months.

There is a small library at this school.

District No. 2 school, San Juan Island, has been kept seven months. This district numbers seventy-four scholars.

In district No. 4, school has not been kept this year. There are twenty-six scholars belonging to it.

Districts Nos. 3 and 6 have, respectively, thirteen and twelve scholars, and claim their apportionment as poor districts.

School has been kept for three months in district No. 5, Orcas Island. No. of scholars twenty.

The attendance at school has been as follows:

District No. 1, thirty-eight.

District No. 2, thirty-four.

District No. 5, eleven.

The books chiefly in use, are, Sanders' Union Readers and Spellers; Towns' Speller and Definer; Montieth's Geography; Robinson's Progressive Intellectual and Practical Arithmetic; Spencerian System of Penmanship.

The amount of money paid each teacher is as follows:

District No. 1, $270; District No 2, $116; (Remainder by subscription,) District No. 5, $100 00.

I am, sir, your most obedient servant,

WILLIAM BELL,
County School Superintendent.

THURSTON.—Jno. R. Thompson, Superintendent

J. P. JUDSON, ESQ.,
Territorial Superintendent.

DEAR SIR:—There are several good private schools in Olympia. The Swantown district contains the fine building of the Olympia Academy. The school building of district No. 1 is large and airy and will be a first class school building when finished. Several private schools are conducted in Olympia and there are none of the scholars or children in this county more than five miles distant from school, and very few of them much over half that distance.

There is much carelessness on the part of many parents in regard to sending their children to school when they have the opportunity, and in the whole county a lack of educational enthusiasm, such as, in many places, leads to great sacrifices and liberal contributions for the support of education. A section in the school law, *compelling* all children to attend school at least six months every year, while they are between eight and twelve or fourteen years, would work well if the law compelled the county to tax itself sufficiently high to keep school in all districts for that length of time each year.

Thurston county will compare well in educational matters with all other counties in the Territory, as well as with many of the old States of the Union, but there is room for improvement.

Respectfully submitted,

JNO. R. THOMPSON,
County School Superintendent.

Olympia Sept. 9, 1877.

WAHKIAKUM.—James W. Smith, Superintendent.

No report, except statistics.

WALLA WALLA.—L K Grim, Superintendent.

No report, except statistics.

WHATCOM.—John A Tennant, Superintendent.

J. P. JUDSON, ESQ.,
Territorial Superintendent,

DEAR SIR:—I have waited to this late day and have called by publica-

ion on all the clerks and have received one report, so cannot make any uller or better report.

Yours truly. JOHN A TENNANT.

WHITMAN.—O. L Wolford, Superintendent.

. P. JUDSON, ESQ.,
Territorial Superintendent

DEAR SIR—I could never give a report of the school affairs of Whitman county in a more unfavorable time than at present

The county is now recovering from a severe Indian panic, which, lthough entirely sensational, yet, nevertheless, closed every school for a hort time.

At the time I am writing this, there are probably but three schools running in the county, but a fair prospect for them all to begin soon.

My report is made from the condition of the schools just previous to he commencement of Indian hostilities.

Our county never had a brighter appearing future before it, than at the ommencement of last spring, and, if it had continued, without a doubt ur population would have been nearly doubled, which of course would ave advanced school matters in proportion

Over one half of our school districts are without pamphlet school laws, nd if they can possibly be procured, in Olympia, should be very thankful or them. If they can be procured, please send word, and oblige,

Your humble servant, O. L. WOLFORD,
County School Superintendent

Colfax, Aug. 3, 1877.

JEFFERSON.—R. E. Ryan, Superintendent.

P. JUDSON, ESQ.,
Territorial Superintendent.

DEAR SIR.—Having been requested by the Territorial Superintendent of hools to forward my annual report, I beg leave to state that it is impossible the present time to make out a complete statistical report, because, accordg to the school law, the school year will not terminate till November, when hool Clerks will be in possession of all the teachers' reports, and when ey make their annual reports to the County Superintendent. Hence, I n at present impart only such information as is already in my possession thout those indispensable requisites to a full report and answer the intergatories propounded by the Hon. Territorial Superintendent which are as llows:

State the number of School Districts in your County? Ans., five, one st organized.

In how many has school been kept? Ans., four.

State number of persons between 4 and 21 years of age? Ans., 437.
How many attend public schools? Ans., 202.
How many attend private schools? Ans., 12.
State average number of months school has been kept? Ans., 8.
How many teachers are employed? Ans., 6.
Number of male teachers, 3, female teachers, 3.
State amount of money paid teachers? Ans , $2,675
Are there any private schools kept in your county? Ans., there is one. Give number of scholars attending these schools? Ans., six
By whom are they kept and managed? Ans , by Mrs Mattie Webber.
Are any of your children attending school out of your county? Ans., 6.

I beg leave to further state that the number of persons between the ages of 4 and 21 in the county for which school money was apportioned was 381, an increase over last year of 43, and the census will give an increase for next year over this of about 70. The amount of school money apportioned the organized districts entitled to the same was $3,393 85, of which District No. 1 (Port Townsend) received $2,102 22.

District No. 2,(Port Ludlow) $570 10.
District No. 3, (Port Discovery) $276 14.
District No. 4, (Chimacum) $445 39.
District No. 5, (Queilicene Bay) was not complete in its organization at the time of last apportionment.

The percentage of those drawing school-money in the districts who attended school was: District No. 1, 49 per cent. District No 2, 63 per cent. District No. 3, 61 per cent. District No. 4, 70 per cent.

It will readily be seen from the above that the districts drawing the LARGEST amount of money, had by far the LOWEST percentage of attendance at school. The school-fund was apportioned in accordance with existing law; but in the opinion of your humble servant, NOT in accordance with equity. I am gratified by the success attained by the public schools of Jefferson County during the past year. The teachers employed have given general satisfaction, and most of them are still retained for future service. Financially, the school has been exceedingly well supplied from liberal private subscriptions, the county tax, and, thanks to our legislators, 35 per cent. of county license money for the sale of liquors. And as our County is nearly out of debt they would receive MORE thanks for 100 per cent. of the same money.

The money received from various sources has been nearly sufficient to pay the teachers' wages, and the incidental expenses have been quite small, thus putting the means of a practical education within the reach of all.

The average attendance has been considerably increased over last year, and the feeling that exists between patrons and teachers has been of a more co-operative character than heretofore. The citizens have taken a more lively interest and given more attention to their schools than in years gone

by. All this tends to advance the great cause of education, and yet there is still room for great improvement in the schools; the furniture of the school-rooms is insufficient; desks, tables, maps, books, etc., are wanting. The teacher cannot do justice to himself, or advance the pupils under his control as he should, when his room is unfurnished. Make the school-room pleasant by the furniture and surroundings, and, if possible, place a good, active teacher in it; give him generous compensation commensurate to his arduous labor; then give him your hearty co-operation; by that means you will advance your own interest, as well as the interest of your children. The children dread an uninviting school-room; the teacher becomes dissatisfied; your school dwindles down, and your money and time are lost. This, by a small outlay, can and SHOULD be remedied.

The greatest evil to contend against under the present system of our public schools is irregular attendance. It is impossible for the teacher to advance his pupils with any degree of satisfaction or success, when the average attendance shows about three days out of the week. The two days absence from school places the pupil behind his class and discourages and disqualifies him for the remainder of the week. When this evil is weeded out, we may expect to find more thorough scholarship with better men and women educated at our public schools

The very injurious practice of cramming the pupils with more than they are able to retain, and crowding them through the books, has prevailed heretofore to some extent, mostly, however, by untrained and inexperienced teachers. Too often it is the case that pupils pass through the books without first mastering the primary and fundamental principles. Then it requires the greatest educational tact or talent to untangle the confused mind of the pupil. This is the main source of so many failures, and the reason we have so few practical business men andwomen educated in our public schools This evil will never be eradicated until we have a Normal School in our Territory to first train the teacher; but perhaps this may be premature, and instead let us have a thorough working Teachers' Institute, at which all TEACHERS will be required to attend and participate practically in the work of their profession. Then, persons wishing to enter the profession of teaching, will first qualify themselves for the duties that will devolve upon them And, until we adopt some system for training and preparing the teacher, our schools will be as they are now—in a shiftless, uncertain condition, with its result—the frequent change of teachers which is a detriment to the interest of the material school.

Too much thought, labor or expense cannot be given to the public schools From them must come the business men and women of our country, and we look to them for the moral status of society. They will shape the destiny of community in which we live, and of the nation I trust that the cause of education will, in the immediate future, receive such an impetus in this county and the Territory at large that ere another decade passes

by, we will be second to none. A good school law was drafted by the most experienced teachers of our Territory, it was submitted to the Teachers' Institute and fully discussed and amended to meet the requirements of our people, and will be submitted, in turn, to our legislators, soon to assemble, who it is to be hoped, will give it their sanction to become law. With a law adapted to our wants, we have the resources; we have everything, except the experience of age in our sister States, and with the proper effort on our part, we can raise the standard of public education to the exalted position it should occupy.

R. E. RYAN,
Superintendent of schools for Jefferson County, W. T.

PIERCE—Levi Shelton, Superintendent.

No report.

YAKIMA—No report.

PACIFIC—No report.

COLUMBIA—No report.